

## ENGLISH LANGUAGE AND RURAL STUDENTS

### IN INDIA: A REMOTE BOND

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#### ABSTRACT

*This paper deals with the growing importance of English, its fascination, and pathetic condition of the students of rural areas in English. The bond between English and students from rural areas is very weak. In order to be fully developed country, the bond between them should be consolidated. There are a number of reasons behind poor condition of rural students in English. Though recently the poor parents wished to give their children education in English but yet English schools are not opened in each village. Today's educated young generation living in rural areas face a number of problems while talking, writing, and understanding English. Importance of English has been growing immensely. But a percentage of the young students being fluent in English is the lowest. If it continues, the development of India will be very slow. The English language has its concern with the development of India. Only getting high degrees won't be proved sufficient for country's development or self-development. Having fluency in English will increase immensely development of the country. Therefore Indian Government must focus on English language and organize free training programs on English in each village; Government must open English school in each village and provide library, e-library, and internet facility freely to each village. University must compulsorily introduce Communicative English at graduation level for all branches in all semesters.*

**KEYWORDS:** Bond, Weak, Communication, Development, Fluency & Proficient

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#### INTRODUCTION

English is primarily Germanic language. It is the combination of Germanic dialects as Angles, Saxon, and Justice. The words from Latin, Danish, and Norman-French are included in English. At the initial stage, the English language had to suffer greatly from a paucity of words, illogical grammatical system, lacking in apt expressive words. It started as a dialect until the 6<sup>th</sup> Century A.D. When the Romans came in England during 6<sup>th</sup> Century A.D., they supplied written form of the alphabets to the dialect, which was modified versions of the Latin alphabetical system. When St. Augustine came to England in the year 597 A.D. aiming to Christianize the land, the Latinization and Romanization of the land has resulted. St. Augustine caught in linguistic problems during the process of the Christianization. At that time the English language was called Anglo Saxon (Old English). When St. Augustine and other literary masters intended to translate the Latin Scriptures into Anglo-Saxon they found no written form of Anglo- Saxon alphabets. Hence, they modified the Latin alphabetical system and introduced it as the Anglo-Saxon alphabetical system. This resulted in the growth in the vocabulary of Anglo-Saxon. Thereafter various sources contributed to the development of English language. In India Macaulay introduced education in English and rooted English in India. He had made its official language and still, it has been official language along with state language,

as well as it is educational language in most of the areas in India. It has its unique importance in India. Today it has become an international language and is spoken in various countries as their national language or secondary language. But as per its importance, Indian educated young generation, particularly of rural area, could not achieved proficiency in the English language.

English has achieved an indispensable position in India and left its fascinating impact on everybody from childhood to adulthood. The other languages as the national language, mother tongue is dear to the heart of the people but English caught people's attention tremendously. English has become mandatory language from Nursery in CBSE pattern education and in Government school, it has become recently mandatory from the first standard. Other subjects are framed in the English language except for compulsory state language subject. The craze of CBSE education is increased immensely because one of the other reasons for its craze is it provides education in English and talking in English in the whole premises of the school is mandatory. In a rural area almost every family wants their children to take education in English and admits them in CBSE pattern or English State pattern school. They hesitate to admit their children in a Government school. Though some may be poor and may not afford expensive education, they prefer it and educate their children in English school. The Government had to take a decision to start English subject compulsorily from the first standard in the Government school. But nevertheless, the parents focus on CBSE education or Private state-level education rather than Government education at primary, high school level. Today the English schools' intake capacity is full, but in Government schools in some areas, teachers have to search for the students. It is not that the Government schools don't provide qualitative education; they provide qualitative education but the mostly English atmosphere in English Schools attract the students and the parents. Today communication in English has become hobby and habit of the students. They feel proud while communicating in English. They avoid talking in their mother tongue and therefore they are poor in their mother tongue and rich in English. But what about those who learned English from fifth standard and today they are very poor in English. They go to the spoken English Classes by paying a large amount as a fee. They make efforts and practice to learn it and to achieve fluency in it. Many of the young students from the group and discuss in English to improve their English. They read English newspapers, watch English News Channels, watch English movies, listen to English songs, and chat on Whats App, on Facebook, Twitter in English. By hook or crook, they want to be fluent in English. But in most of the parts of the rural area's condition of speaking in English is worst. Most of them are not able to understand the simplest words, construction and feel phobia for English.

Why do the people give so much importance to English? Why has it become a mania for the people? There are a number of reasons. In India English is given much importance by everybody whether that may be Government sector or private sector. Incorporate industries English has become must at the official level. We know that from grass root to high level the rules and regulations have been prepared in the English language, the proceedings of the Supreme Court, High court, District Court mostly run in English, the proceeding or judgment drafting of the court is written in English. The information in medicinal tablets, products, is written in English. The products contain information in English. The education of other subjects is given in the English language. If one is fluent in English they can go abroad and earn his livelihood. There are many such reasons which enhance the importance of English and attract the people. The software, applications in Computers or in Mobile Phones, the language of electronic media, social media are all in English. It is an international language, most of the countries' national language is English, therefore young generation possesses craze for English for employment point of view also. A number of opportunities for employment are in abroad. It caused a revolution of learning English in India. However, mother tongue of some of the states of India has been English.

However, if we analyze and differentiate between today's rural and urban young generation's knowledge of English we find there a gap between them. Let us discuss first the condition of English in rural areas. The condition of rural areas in India is very poor regarding education, employment, business, farming, hospitals, internet facility, a network of mobile phones, and many other facilities. Prominently educational development is very weak. In such areas, there is education only up to middle school level. The students have to approach in District or Taluka level for their higher education. Some parents are able to give education to their children and some are not. Though some students go for higher education in Taluka or District place they are to undergo tremendous difficult situation. The college students who learn English from Fifth standard most of them are very poor in English. They cannot understand the meaning of the words, and cannot write properly. English communication is far away from them. They are poor in Grammar. They don't know parts of speech, tenses, writing skill. Many of them cannot even write the spelling of the numbers as 1, 2, 3, 4, 5 etcetera. Some of them are unable to write the simple auxiliary verbs as am, is, are, was, were, have, has, had, shall, will etcetera. They don't know very simple verbs. When they sit in the class of English many of them go on listening without understanding, but never asks for its meaning. If the teacher asks any question many of them remain silent. Many of them make their preparation of English by mugging up the answers and writing without adding their own thoughts and opinions. They prefer readymade notes and prepare. They have become habitual with this and this method cannot enlarge their knowledge of English. Their base of English grammar is too weak. Most of them are far away from the fluency in English. This is not the only condition of some young students of rural areas, but those who are in the profession of teaching at primary, higher, senior college level are very weak in English, even some of them are unable to write the spelling of very simple words. Those who are in the various professions they are also very poor in English. Though English has become an essential language in India yet knowledge of English is not spread as it should have been spread today and a low percentage of educated people are proficient in English. But a high percentage of people is low in the English language.

What are the conditions that caused these problems of understanding and becoming fluent in English? It is not that the rural area students are solely responsible for their pathetic condition in English. However we know that English schools are established in the urban area first, therefore the students living in urban areas go to English school, it made their base of English strong. The more they take further education the more they become mature in their English. But in rural areas there are no CBSE pattern schools; today in some rural areas English Schools are opened. But they are small children now, as they grow they will develop their English. But what about those children of rural areas where English schools are not opened? What about today's young generation who have come from rural areas or who live in rural areas. Those who shifted to the city, some of them improved their English but some are still very poor in it. The college students being poor in English have to take many efforts to understand the subjects; they need much time, therefore being caught in the tight clutch of weakness in English, they are afraid of English. Most of them try to escape from English though inwardly they have to its attraction. Fear plays the most significant role in being one of the reasons for avoiding communication in English. Backward rural areas lack in various facilities. There are no English schools except those areas which can be counted on the fingers. There is no internet access, useful books of English grammar, spoken English are not easily available, no proper guidance, no regular practice, their poverty which forces them to concentrate on earning the livelihood. The condition in backward areas regarding education makes us feel worried when we find that some parents force their children to work instead admitting them into the schools. There are such many reasons which become obstacles in the substantial bond between students from rural area and English.

In today's education, many of the Universities of India have not made English as the compulsory subject at graduation level particularly in science, management, engineering branches. However, In India education of these branches is given in the English language, and then we must think about the knowledge of English. If students are to understand the core concept of any subject they must first understand the language in which that concept is written. Here we find that who is strong in English they understand concept easily, and who are lacking in English they get much time and nevertheless their ideas don't become clear. In such circumstances, their knowledge remains partial and it affects their development and naturally country's development. Most of the students of rural areas are very poor in English, so a question arises that how will they develop their ideas and understand the whole subject?

It has been strongly needed that the Government should initiate to open English school in every village and provide English teacher compulsorily to the school who will teach communicative English only. Similarly, Government must provide internet facility and e-library facility in every village. It will consolidate their base of English. When these students will go for higher education at the district level or Taluka level they will communicate without any fear. They will practice and it will increase their vocabulary and strengthen their grammatical structure. The Universities should incorporate compulsorily communicative English subject with practise in the curriculum of graduation. This practical should contain group discussion, seminar, quiz, self-defense by giving them a particular role etcetera. The government must organize quarterly Taluka, district, State, National level debate competitions in the English language on various social topics and promote rural students. But For those young students who have come from rural areas and have a phobia of English, Government compulsorily organize free English communication classes of six months duration in every college.

## CONCLUSIONS

In this way, though there is a great fascination for English in India. It has become a most essential language in India, but yet merely not more than one percent of people in India may be fluent in English. The condition of English in rural areas has been very pathetic. It is international-language; it has made its impact in most of the developed countries. To compete with the fast-growing world the citizens of any country must be fluent in English. Most of the students particularly in rural areas are very poor in English due to various reasons. They need its knowledge and be fluent in order to keep abreast with growing knowledge. In rural areas, the bond between English and most of the students from each level is very weak. Most of them are very poor in simple words, simple construction. They don't dare to speak and they feel phobia for it. But the opening of the new English school in each village, providing library, e-library, free internet facility and organizing freely spoken English classes for the Students, and introducing special communicative English subject in the Universities at the graduate level will surely bring about developmental change in the condition of English in rural areas and urban areas also. Being proficient in English the students will understand each and every idea very clearly and will understand each concept easily and it will take the students at the root of the knowledge. When everybody in India will be able to talk in English fluently, that day will not be far away when India will achieve the first rank in the world's most developed countries.

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